

# 2025 ACCOUNTABILITY PLAN

UNIVERSITY OF SOUTH FLORIDA  
*BOG Approved June 18, 2025*





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## INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.



## STRATEGY

### Mission Statement

Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity, and basic and translational research and delivers a world-class educational experience promoting the success of our talented undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally, and globally.

### Statement of Strategy

The University of South Florida (USF) celebrated the first anniversary of membership in the Association of American Universities (AAU), a prestigious group of 71 leading research institutions in the United States and Canada. Aligned with our unwavering pursuit of excellence and the State University System Strategic Plan, we continue to maximize our impact to benefit the USF community, the Tampa Bay region, and the state of Florida.

With three campuses in Tampa, St. Petersburg, and Sarasota-Manatee, along with our unique intellectual assets, we are committed to student success, faculty excellence, community partnerships and engagement, fostering a community for learning and discovery, and prioritizing a strong financial base. These goals drive decision-making at USF and position the institution as a powerful engine of prosperity for the future that will drive our pursuit to become a Top 25 public research institution.

USF prioritizes the success of our talented student body, fueling a pipeline of world-class talent for Florida's employers and beyond. In alignment with the Board of Governors Statement of Free Expression and a commitment to civil discourse as endorsed by the USF Board of Trustees, USF is dedicated to presenting and encouraging a balanced diversity of opinions in classrooms and scholarly work while, at the same time, promoting critical thinking in preparing our students to succeed as thoughtful, civic-minded leaders. Student success is further enhanced through our commitment to faculty excellence in research and innovation to address significant global problems and Florida's most pressing challenges. We are a destination of choice and a dynamic community of talented faculty, staff, and students – advancing Florida's economy, producing world-class talent, and driving innovation.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

USF continues to seek opportunities to optimize student outcomes through predictive analytics, care management, and course scheduling to support degree progression and completion.

#### **Predictive Analytics**

The university has consistently utilized predictive analytics tools to provide targeted outreach and enhance intervention efforts. These tools empower academic advocates and advisors to identify students who may be at risk of not completing their degrees. For instance, this year we developed the Strategic Advising Impact Leadership Suite (SAILS). The SAILS tool offers advising appointments, advising holds, and midterm grade data, assisting advising directors and colleges with a comprehensive view of the advising process and leadership with detailed data.

#### **Care Management**

The university continues to promote and invest in a care management approach to support students. Faculty and instructors can refer students for assistance through the Canvas learning management system. Various campus partners respond to these referrals to help students remove barriers and find solutions. Continuous communication encourages students to seek additional resources such as counseling services and major exploration guidance. This year, USF implemented the Maxient case management tool, which streamlines student cases, institutional actions, and communications related to student conduct, complaints, academic grievances, and academic integrity.

#### **Course Scheduling**

The Office of the Registrar, enrollment planners, IT professionals, college curriculum planners, and advising staff collaborated to prepare for planned upgrades to our student self-service platform. These upgrades will integrate student self-service with our degree audit system, enabling registration through students' degree plans. A new dashboard, SEATS Scheduler, was created to manage course availability. This tool provides real-time data to support academic advisors and colleges in scheduling classes, determining fill rates, missing instructor information, and historical enrollment data. Additionally, SEATS helps with schedule planning concerning day and time in relation to facility space needs.

#### **Coordinated Academic Support**

Coordinated efforts between faculty, academic advisors, academic advocates, and academic support teams offer direct and timely academic support. Student success facilitators in the College of Nursing work with academically at-risk students on holistic improvement plans for degree progression and completion. The College of Arts and Sciences establishes targeted teams across academic departments to utilize granular student data for interventions, guidance, and resource referrals. This year, the Academic Success Center launched a supplemental instruction initiative called Peer Assisted Study Sessions (PASS), consisting of regularly scheduled out-of-class group study sessions driven by students' needs and participation, allowing students to focus on the most relevant material.



## STRATEGY (cont.)

### Key Achievements for Last Year (Student, Faculty, Program, Institutional)

#### **Student**

Thirteen USF students were selected for prestigious Millennium Fellowships, placing USF in the top 5% worldwide for students engaging in transformational experiential projects.

USF cybersecurity program gives students a competitive edge in career readiness with hands-on experience navigating cyber threats via Hack the Box.

USF architecture and urban design students get hands on experience supporting Tampa Bay's growth through internships, project-based coursework, and post-graduation opportunities.

#### **Faculty**

According to the National Academy of Inventors, USF is one of the top 15 American public research universities for producing new U.S. utility patents for the 11th consecutive year.

Twenty-seven faculty were recognized for outstanding research on hurricanes, public transit systems, Alzheimer's disease, cancer, diabetes, and cardiovascular and infectious diseases.

Three USF faculty win Tampa Bay Tech awards, including Unal Zafer from the St. Petersburg campus, who won "Tech Project of the Year."

#### **Program**

USF has become the new home for the Global Virus network, with more than 80 centers of excellence and collaborators from more than 40 nations.

USF launches a new career readiness initiative, integrating new experiential learning opportunities into academic experiences.

USF and partners launch an innovative accelerator program to grow the marine economy.

#### **Institutional**

USF achieved a record-breaking \$738 million in research funding during fiscal year 2024—up nearly 7% over the previous year and an impressive 35% since 2022.

USF signs two of its most significant defense contracts with U.S. Special Operations Command and U.S. Central Command to assist the U.S. Department of Defense.

USF and TGH partner with a robotics company to become the first to bring life-saving surgical technology to Tampa Bay.



## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

USF has not reduced any goals for PBF metrics.



## STRATEGY (cont.)

### Enrollment Management

The USF Strategic Enrollment Plan (SEP) was completed and presented to USF executive leadership in January 2024, and a resource request was presented in March 2024. In July 2024, the plan was approved and fully funded, demonstrating USF's continuing commitment to student success. One-time funds were dispersed in August 2024, and recurring funds were dispersed in September 2024.

In addition, in July 2024, USF formed a new Strategic Enrollment Management (SEM) Team, which includes the Office of Admissions, the Office of Financial Aid, the Office of the Registrar, the SEM Operations team, and a new Planning team. The SEM Leadership Team moved quickly to assess the organizational structure, revise existing policies and processes, audit SEM technology, update facilities, and reallocate budgets, with the goals of optimizing our performance and enhancing the student experience. Early results indicate that we are already driving incremental improvement.

The SEM Leadership Team also hired personnel in several strategic roles, including a new Assistant Vice President of Financial Aid, and completed some important projects, including the development and implementation of a new undergraduate recruitment and yield strategy, and piloting a new summer strategy, both of which resulted in improved yield rates, increasing new undergraduate student enrollment while maintaining the fall FTIC academic profile. The team also lead enhancements to the Student Self-Service module within the institutional SIS and launched a project to procure and implement a best-in-class enrollment management platform, Slate, which is scheduled to launch in August 2025.

In addition, USF formed a new Strategic Enrollment Management (SEM) Council made up of institutional stakeholders charged with implementing the SEP. The SEM Council prioritized more than a dozen projects scheduled for production this year. In addition to launching Slate, projects include developing new dashboards designed to increase stakeholder visibility of relevant operational data; developing a more sophisticated enrollment projection model that includes retention, graduation, scholarship, financial aid, finance, and other relevant data; mapping the complete undergraduate student journey surfacing KPIs that impact student success; building a new SEM toolkit for institutional stakeholders, to include an administrative calendar and knowledge base with links to relevant policies, training resources, and tools; and developing proposals for a one-stop shop, a welcome center, a parent and family engagement strategy, and a new course availability and instructional capacity optimization plan.

Taken together, these projects will lay a solid foundation for sustainable success, empowering institutional stakeholders to streamline and enhance the student journey while increasing efficiency, saving money, and generating stronger outcomes.





## PERFORMANCE-BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	63.7	67.4	71.6	72.9	.	.	.	.	.
APPROVED GOALS	.	.	.	68.0	72.0	73.0	74.0	75.0	76.0	.
PROPOSED GOALS	.	.	.	.	.	73.0	74.0	75.0	76.0	77.0

Note: In November 2022, the Board's Budget and Finance Committee approved a change to increase the wage threshold for graduates found employed from \$30,000 to \$40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

### 2. Median Wages of Bachelor's Graduates Employed Full-time

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	40,800	41,300	44,100	49,000	48,000	.	.	.	.	.
APPROVED GOALS	40,375	41,000	41,600	42,200	50,000	51,000	51,000	52,000	52,000	.
PROPOSED GOALS	.	.	.	.	.	51,000	52,000	53,000	54,000	55,000

### 3. Average Cost to the Student [\[Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates\]](#)

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	1,810	-620	-5,980	-390	-500	.	.	.	.	.
APPROVED GOALS	7,110	1,800	2,000	2,500	2,500	2,500	2,500	2,500	2,500	.
PROPOSED GOALS	.	.	.	.	.	2,500	2,500	2,500	2,500	2,500

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

### 4. FTIC Four-Year Graduation Rate [\[Full-time, First Time in College students\]](#)

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	60.9	62.5	64.8	65.5	66.0	.	.	.	.	.
APPROVED GOALS	61.8	61.0	63.0	63.0	65.0	65.0	66.0	66.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	66.0	66.0	67.0	68.0	69.0



## PERFORMANCE-BASED FUNDING METRICS (cont.)

### 5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	89.9	86.4	86.8	89.1	89.5	.	.	.	.	.
APPROVED GOALS	90.3	88.0	90.0	91.0	92.0	92.0	92.0	92.0	92.0	.
PROPOSED GOALS	.	.	.	.	.	92.0	92.0	92.0	92.0	92.0

### 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	63.5	68.1	68.4	68.2	67.7	.	.	.	.	.
APPROVED GOALS	63.5	65.0	65.0	66.0	68.0	45.0	45.0	45.0	45.0	.
PROPOSED GOALS	.	.	.	.	.	45.0	45.0	45.0	45.0	45.0

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

### 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	38.0	35.4	35.4	33.9	33.0	.	.	.	.	.
APPROVED GOALS	42.2	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	40.0	40.0	40.0	40.0

### 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	71.4	70.4	70.2	73.1	73.9	.	.	.	.	.
APPROVED GOALS	73.8	73.8	74.0	75.0	75.0	55.0	55.0	56.0	56.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	55.0	56.0	56.0	56.0

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.



## PERFORMANCE-BASED FUNDING METRICS (cont.)

### 9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	63.3	65.8	63.7	63.9	66.2	.	.	.	.	.
APPROVED GOALS	61.0	62.0	66.0	66.0	66.0	66.0	66.0	66.0	67.0	.
PROPOSED GOALS	.	.	.	.	.	66.0	67.0	68.0	69.0	70.0

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate.

### 9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	71.5	72.0	73.0	72.9	74.7	.	.	.	.	.
APPROVED GOALS	.	73.0	74.0	75.0	76.0	77.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	77.0	78.0	78.0	79.0	79.0

### 10. BOT Choice: Six-Year FTIC Graduation Rate [Full- and part-time students]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	73.1	74.3	73.7	74.2	76.1	.	.	.	.	.
APPROVED GOALS	74.0	74.5	75.0	76.0	76.0	77.0	78.0	78.0	78.0	.
PROPOSED GOALS	.	.	.	.	.	77.0	78.0	79.0	80.0	81.0



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### A. (1). Average GPA

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	4.2	4.2	4.2	4.2	4.2	.	.	.	.	.
APPROVED GOALS	.	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2	4.2

### A. (2). Average SAT Score

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1,311	1,293	1,306	1,301	1,301	.	.	.	.	.
APPROVED GOALS	.	1,290	1,300	1,313	1,316	1,319	1,320	1,320	1,320	.
PROPOSED GOALS	.	.	.	.	.	1,319	1,320	1,320	1,320	1,320

Note\*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. Starting Fall 2024, CLT scores translated to the SAT scale have also been added.

### B. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	6	6	6	4	5	.	.	.	.	.
APPROVED GOALS	.	6	6	7	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

### C. Freshman Retention Rate [Full-time FTIC students]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	92	89.5	89.6	91	91	.	.	.	.	.
APPROVED GOALS	92	90	91	92	93	93	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	93	93	93	93	93



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### D. Four-year Graduation Rate [Full-time FTIC students]

	2016-20	2017-22	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	60	63	65	66	66	.	.	.	.	.
APPROVED GOALS	64	61	63	63	65	65	66	66	67	.
PROPOSED GOALS	.	.	.	.	.	66	66	67	68	69

### E. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	15	16	16	14	16	.	.	.	.	.
APPROVED GOALS	.	15	16	16	16	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	17	17	17	17	17

### F. Total Research Expenditures (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	354	386	405	461	522	.	.	.	.	.
APPROVED GOALS	407	354	405	408	465	472	480	490	500	.
PROPOSED GOALS	.	.	.	.	.	531	542	553	564	575

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes. For 2019-20, 2020-21, 2021-22, and 2022-23 a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey. In 2023-24, R&D activities at USF including USF staff employed at Moffitt Cancer Center (MCC) totaled \$605M.

### G. Non-Medical Science & Engineering Research Expenditures (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	218	231	240	275	311	.	.	.	.	.
APPROVED GOALS	.	218	231	233	275	276	280	283	290	.
PROPOSED GOALS	.	.	.	.	.	316	323	329	336	342

### H. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.	.
APPROVED GOALS	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

### I. Utility Patents Awarded [over three calendar years]

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	348	345	311	269	253	.	.	.	.	.
APPROVED GOALS	.	352	354	300	271	271	275	275	275	.
PROPOSED GOALS	.	.	.	.	.	271	275	275	275	275

### J. Doctoral Degrees Awarded Annually

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	770	721	770	762	695	.	.	.	.	.
APPROVED GOALS	.	725	730	730	760	765	770	775	780	.
PROPOSED GOALS	.	.	.	.	.	765	770	775	780	780

### K. Number of Post-Doctoral Appointees

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	297	292	281	253	260	.	.	.	.	.
APPROVED GOALS	.	292	288	290	270	270	275	275	280	.
PROPOSED GOALS	.	.	.	.	.	270	275	275	280	280

### L. Endowment Size (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	532	693	605	638	708	.	.	.	.	.
APPROVED GOALS	.	560	670	685	700	715	730	730	730	.
PROPOSED GOALS	.	.	.	.	.	715	730	735	740	745

### M. Science & Engineering Research Expenditures (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	290	321	339	394	451	.	.	.	.	.
APPROVED GOALS	.	290	340	343	394	398	404	413	422	.
PROPOSED GOALS	.	.	.	.	.	460	469	479	488	498



## KEY PERFORMANCE INDICATORS

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	6	6	6	4	5	.	.	.	.	.
APPROVED GOALS	6	6	6	7	7	7	7	7	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	6	6	6

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

### 2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	32	30	29	41	29	.	.	.	.	.
APPROVED GOALS	35	36	37	38	39	39	39	39	39	.
PROPOSED GOALS	.	.	.	.	.	39	39	39	39	39

### 3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4.0	3.9	3.8	3.7	3.7	.	.	.	.	.
APPROVED GOALS	4.0	4.0	3.9	3.9	3.9	3.9	3.9	3.9	3.9	.
PROPOSED GOALS	.	.	.	.	.	3.9	3.9	3.9	3.9	3.9

### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	86	87	89	91	90	.	.	.	.	.
APPROVED GOALS	85	86	87	87	87	88	88	88	88	.
PROPOSED GOALS	.	.	.	.	.	88	88	88	88	88



## KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 5. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	73	74	74	74	76	.	.	.	.	.
APPROVED GOALS	74	74	75	76	76	77	78	78	78	.
PROPOSED GOALS	.	.	.	.	.	77	78	79	80	81

### 6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	48	51	49	56	59	.	.	.	.	.
APPROVED GOALS	.	43	51	51	51	51	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	59	59	59	59	59

### 7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	61	62	65	65	62	.	.	.	.	.
APPROVED GOALS	57.3	61	63	63	65	65	66	66	66	.
PROPOSED GOALS	.	.	.	.	.	65	66	66	66	66

### 8. Bachelor's Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	10,239	10,314	10,020	9,949	9,880	.	.	.	.	.
APPROVED GOALS	9,845	10,011	10,315	10,487	10,550	10,610	10,664	10,742	10,742	.
PROPOSED GOALS	.	.	.	.	.	10,000	10,000	10,000	10,000	10,000

### 9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	4,206	4,295	3,977	4,103	4,084	.	.	.	.	.
APPROVED GOALS	4,239	4,211	4,297	4,360	4,375	4,450	4,455	4,500	4,550	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,000	4,000	4,000	4,000





## KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	33	33	35	34	34	.	.	.	.	.
APPROVED GOALS	33	34	34	35	36	37	38	38	38	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	38	38

### 11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	17	15	13	12	11	.	.	.	.	.
APPROVED GOALS	19	17	17	17	13	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	13	13	13	13	13

### 12. Percent of Bachelor's Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	46	47	48	49	48	.	.	.	.	.
APPROVED GOALS	49	48	49	49	50	50	51	51	51	.
PROPOSED GOALS	.	.	.	.	.	50	51	51	51	51

### 13. Percent of Graduate Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	60	58	58	63	65	.	.	.	.	.
APPROVED GOALS	62	60	60	60	61	62	63	63	63	.
PROPOSED GOALS	.	.	.	.	.	65	65	65	65	65



## KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 14. Professional Licensure & Certification Exam First-time Pass Rates

#### NURSING

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	96	91	85	95	97	.	.	.	.	.
BENCHMARK	90	86	82	90	92	.	.	.	.	.
APPROVED GOALS	94	95	95	96	96	96	96	96	96	.
PROPOSED GOALS	.	.	.	.	.	96	96	96	96	96

#### PHYSICAL THERAPY

	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	90	89	91	92	96	.	.	.	.	.
BENCHMARK	91	90	88	86	85	.	.	.	.	.
APPROVED GOALS	93	93	93	93	93	93	93	93	93	.
PROPOSED GOALS	.	.	.	.	.	93	93	93	93	93

#### MEDICINE (2YR)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	99	99	97	97	99	.	.	.	.	.
BENCHMARK	97	96	93	92	91	.	.	.	.	.
APPROVED GOALS	98	99	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	99	99	99	99	99

#### MEDICINE (4YR-CK)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	99	99	99	99	100	.	.	.	.	.
BENCHMARK	98	99	99	98	98	.	.	.	.	.
APPROVED GOALS	98	98	99	99	99	99	99	99	99	.
PROPOSED GOALS	.	.	.	.	.	99	99	99	99	99

[illegible]



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	15	16	16	14	16	.	.	.	.	.
APPROVED GOALS	15	15	16	16	16	17	17	17	17	.
PROPOSED GOALS	.	.	.	.	.	17	17	17	17	17

#### 16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	15	16	17	17	18	.	.	.	.	.
APPROVED GOALS	.	.	17	19	21	23	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	23	25	25	25	25

#### 17. Total Research Expenditures (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	354	386	405	461	522	.	.	.	.	.
APPROVED GOALS	407	354	405	408	465	472	480	490	500	.
PROPOSED GOALS	.	.	.	.	.	531	542	553	564	575

Note: This metric has been revised to include both Science & Engineering and non-Science & Engineering research expenditures to align with section 1001.7065, Florida Statutes. For 2019-20, 2020-21, 2021-22, and 2022-23 a methodological adjustment was made to ensure conformity with the National Science Foundation's HERD survey. In 2023-24, R&D activities at USF including USF staff employed at Moffitt Cancer Center (MCC) totaled \$605M.

#### 18. Research Expenditures from External Sources (\$M)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	198	220	234	275	311	.	.	.	.	.
APPROVED GOALS	221	198	220	222	276	277	279	282	285	.
PROPOSED GOALS	.	.	.	.	.	317	324	330	337	343



## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	130	98	83	88	82	.	.	.	.	.
APPROVED GOALS	119	120	121	117	98	85	92	98	85	.
PROPOSED GOALS	.	.	.	.	.	101	92	82	101	92

#### 20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	98	102	98	99	101	.	.	.	.	.
APPROVED GOALS	91	102	98	98	100	104	108	112	115	.
PROPOSED GOALS	.	.	.	.	.	104	108	112	115	118

#### 21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	6	11	11	11	12	.	.	.	.	.
APPROVED GOALS	6	11	11	11	12	12	13	13	14	.
PROPOSED GOALS	.	.	.	.	.	12	13	13	14	14



## ENROLLMENT PLANNING

### Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	37,010	36,693	36,759	36,293	37,212	.	.	.	.	.
APPROVED GOALS	37,289	37,293	37,244	37,226	36,884	37,510	37,938	38,252	38,456	.
PROPOSED GOALS	.	.	.	.	.	37,510	37,938	38,252	38,456	38,456
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	11,428	11,174	11,137	10,915	10,694	.	.	.	.	.
APPROVED GOALS	11,411	11,531	11,017	11,122	11,148	11,116	11,221	11,340	11,424	.
PROPOSED GOALS	.	.	.	.	.	10,800	10,909	11,019	11,128	11,239

### Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	5,737	6,283	6,797	5,802	6,906	6,032	6,032	6,032	6,032	6,032
FTIC: Returning	14,270	14,570	15,408	16,784	16,922	16,989	17,068	17,123	17,160	17,160
Transfer: FCS w/ AA	9,015	8,303	7,562	6,749	6,547	6,966	7,027	7,090	7,136	7,136
Other Undergraduates	7,060	6,684	6,224	6,266	6,064	6,713	6,967	7,142	7,252	7,252
Post-Baccalaureates	928	853	768	692	773	810	844	865	876	876
<b>Subtotal</b>	<b>37,010</b>	<b>36,693</b>	<b>36,759</b>	<b>36,293</b>	<b>37,212</b>	<b>37,510</b>	<b>37,938</b>	<b>38,252</b>	<b>38,456</b>	<b>38,456</b>
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	7,513	7,289	7,335	7,170	6,984	7,053	7,124	7,196	7,268	7,340
Research Doctoral	2,282	2,228	2,195	2,160	2,171	2,193	2,215	2,237	2,259	2,282
Professional Doctoral	1,633	1,657	1,607	1,585	1,539	1,554	1,570	1,586	1,601	1,617
<b>Subtotal</b>	<b>11,428</b>	<b>11,174</b>	<b>11,137</b>	<b>10,915</b>	<b>10,694</b>	<b>10,800</b>	<b>10,909</b>	<b>11,019</b>	<b>11,128</b>	<b>11,239</b>
<b>TOTAL</b>	<b>48,438</b>	<b>47,867</b>	<b>47,896</b>	<b>47,208</b>	<b>47,906</b>	<b>48,310</b>	<b>48,847</b>	<b>49,271</b>	<b>49,584</b>	<b>49,695</b>

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.



## ENROLLMENT PLANNING (cont.)

### Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	10	12	15	16	16	.	.	.	.	.
APPROVED GOALS	.	.	.	.	15	15	15	15	15	.
PROPOSED GOALS	.	.	.	.	.	15	15	15	15	15

### Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	21	19	21	23	23	.	.	.	.	.
APPROVED GOALS	21	22	24	24	24	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25	25

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	13,831	13,893	13,500	14,317	13,961	14,027	14,095	14,163	14,231	14,299	14,435
UPPER	21,475	21,703	21,421	21,357	21,638	21,741	21,844	21,948	22,051	22,155	22,361
GRAD 1	6,298	6,398	6,203	6,183	6,022	5,934	5,868	5,823	5,792	5,772	5,748
GRAD 2	2,449	2,450	2,428	2,394	2,447	2,482	2,511	2,535	2,553	2,567	2,586
<b>TOTAL</b>	<b>44,053</b>	<b>44,444</b>	<b>43,552</b>	<b>44,251</b>	<b>44,067</b>	<b>44,184</b>	<b>44,318</b>	<b>44,469</b>	<b>44,627</b>	<b>44,793</b>	<b>45,131</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. Small differences found when totaling FTE by course level are due to rounding. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2030- 31
<b>UNDERGRADUATE</b>											
All Distance (100%)	32	78	45	42	41	40	40	40	39	39	39
Primarily Dist. (80-99%)	2	4	1	1	1	1	1	1	1	1	1
Flex	0	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	12	4	2	2	2	2	2	2	2	2
Classroom (0-49%)	66	6	50	55	56	57	57	57	58	58	58
<b>GRADUATE</b>											
All Distance (100%)	28	57	37	35	33	33	33	33	33	33	33
Primarily Dist. (80-99%)	4	3	4	3	3	3	3	3	3	3	3
Flex	0	0	2	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	14	5	4	3	4	4	4	4	4	4
Classroom (0-49%)	66	26	52	57	60	60	60	60	60	60	60

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Small differences found when totaling FTE by method of instruction are due to rounding. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.





## DEFINITIONS

### Performance Based Funding (PBF)

**PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation:** This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Commerce analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

**PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation:** This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Commerce analysis of State Wage Interchange System (SWIS).

**PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours:** This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

**PBF-4. Four Year FTIC Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

**PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis:** This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

**PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant:** This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

**PBF-8a: Graduate Degrees within Programs of Strategic Emphasis:** This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

**PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** (*Applies only to New College of Florida*): Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

**PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

**PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS:** This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

**PBF-10. FAU: Total Research Expenditures:** Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



## DEFINITIONS (cont.)

**PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans:** Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

**PBF-10. FIU: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences:** The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

**PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class:** The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

**PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:** The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

**PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**PBF-10. UF: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PBF-10. UNF: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PBF-10. USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. Source: State University Database System (SUDS).

**PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:** The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

### Preeminence Research University (PRE)

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

**PRE-B: National University Rankings:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

**PRE-C: Freshmen Retention Rate:** Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

**PRE-D: 4-year Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**PRE-F: Total Annual Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences:** Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-H: National Ranking in Research Expenditures:** The NSF identifies eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

**PRE-I: Patents Awarded:** Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**PRE-J: Doctoral Degrees Awarded Annually:** Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

**PRE-K: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PRE-L: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PRE-M: Total Annual Science & Engineering Research Expenditures:** Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.





## DEFINITIONS (cont.)

### Key Performance Indicators (KPI)

**KPI-1: Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

**KPI-2: Freshmen in Top 10% of High School Class:** Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

**KPI-3: Time to Degree for FTICs in 120hr programs:** This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (summer, fall, spring) year. Source: State University Database System (SUDS).

**KPI-4: Percent of Bachelor's Degrees Without Excess Hours:** This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

**KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]:** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. Source: State University Database System (SUDS).

**KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2<sup>nd</sup> year were excluded. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded:** This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

**KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students:** Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled:** This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health:** The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

**KPI-14: Licensure & Certification Exam Pass Rates:** The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.



## DEFINITIONS (cont.)

**KPI-15: National Academy Memberships:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**KPI-16: Percent of Undergraduates Engaged in Research:** Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

**KPI-17: Total Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-18: Research Expenditures Funded from External Sources:** This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-19: Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant, or similar patents. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**KPI-20: Number of Licenses/Options Executed Annually:** Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**KPI-21: Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.





## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

**ENRL-1: Fall Headcount Enrollment by Student Level and Student Type:** This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

**ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits:** This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

**ENRL-3: Full-Time Equivalent Enrollment by Course Level:** This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

**ENRL-4: Percent FTE Enrollment by Method of Instruction:** This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

**ENRL-5: Non-Resident Undergraduate Enrollment Rate:** This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA





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